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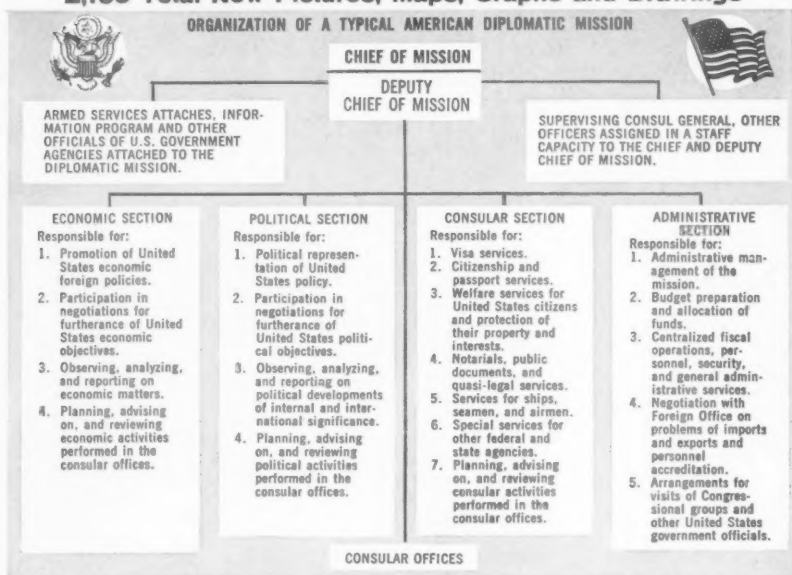


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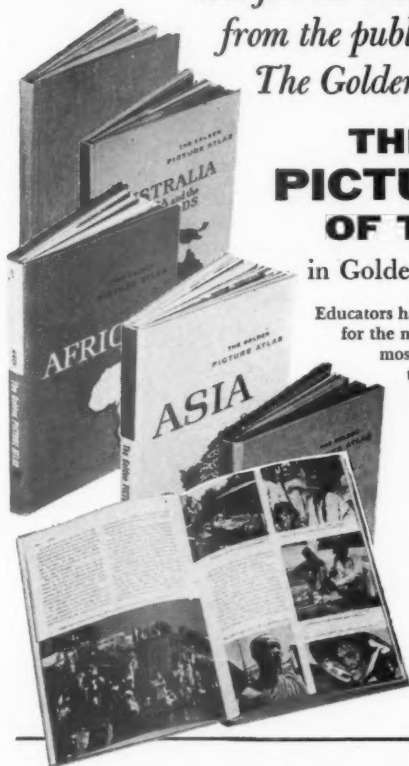
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School Libraries

MAY, 1961

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Number 4

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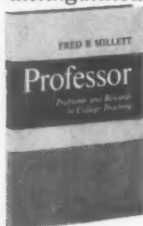
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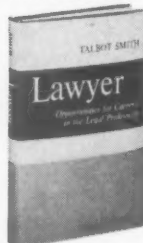
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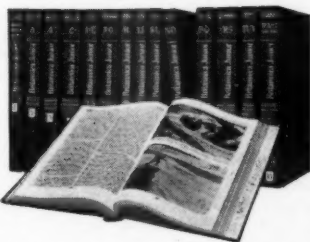
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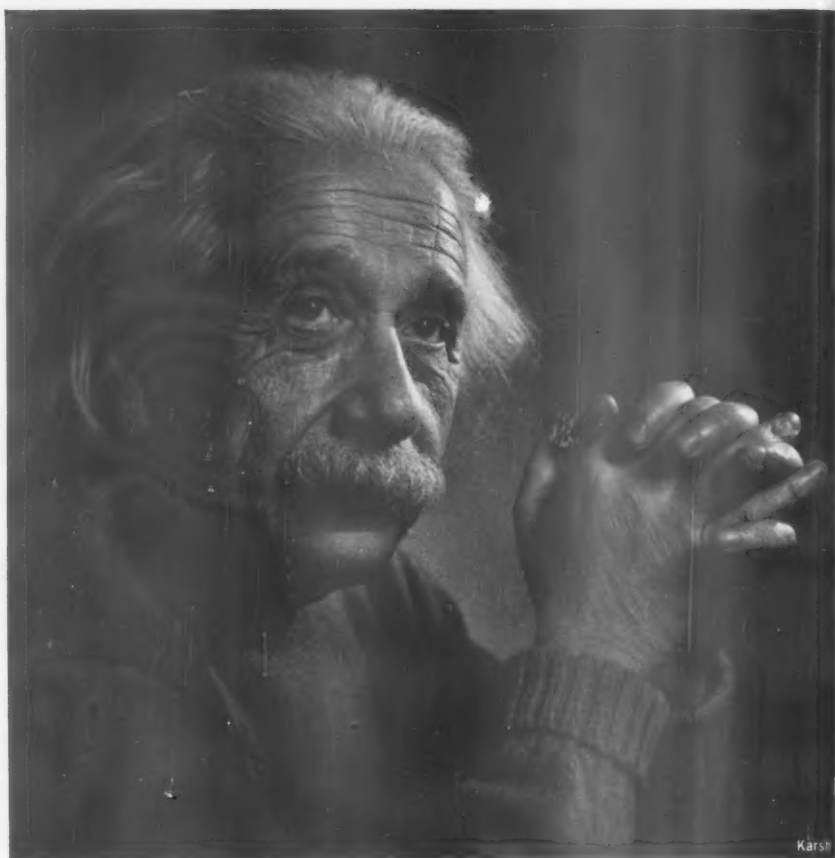
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National Conferences

The conference highlighted in this Calendar are those which are not library sponsored but at which AASL is officially represented.

National School Boards Association

May 4-6, 1961. Philadelphia, Pennsylvania. Mrs. Lillian Batchelor, local chairman. AASL will have an exhibit in the commercial exhibit area. Eleanor Ahlers and Elizabeth Williams will present a program.

National Congress of Parents and Teachers.

May 21-24, 1961. Kansas City, Missouri. Marilyn Miller, local chairman.

National Education Association

June 25-30, 1961. Atlantic City, New Jersey. Anne Voss, local chairman. AASL will present a departmental program and an author luncheon.

DON'T FORGET YOUR OWN

American Library Association

July 8-15, 1961. Cleveland, Ohio. Helen Lewis, local chairman. AASL has plans for exciting programs. (For details see p. 42.)



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By Wilma Pitchford Hays

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WHAT IS FOR MY BIRTHDAY

By Isabel and Frederick Eberstadt

Drawings in three colors throughout by Leonard Weisgard. The authors and illustrator of the first two "Tuffy" books let youngest listeners in on Nell's birthday surprises, including Tuffy himself. Ages 4 up.

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THE MAILBOX TRICK

By Scott Corbett

Black-and-white drawings by Paul Galdone. Kerby Maxwell, irrepressible hero of *The Lemonade Trick*, manages again to get himself into a most extraordinary pickle—this time, of all things, with an unwelcome box of gift stationery. *An Atlantic Book*. Ages 8-12.

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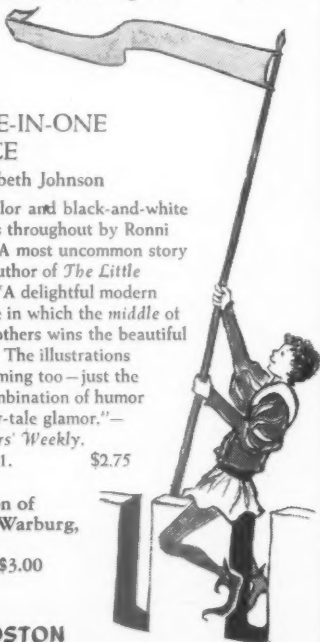
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President's Message

ELIZABETH O. WILLIAMS



Each year brings new activities, new endeavors. We look back on the past few months, and point with pride to the professional quality of the achievements of AASL. We are appreciative of the dedicated service of officers, committee chairmen and members and to the outstanding leadership of our Executive Secretary, Eleanor Ahlers.

As we receive progress reports and committee communications from chairmen, we are constantly aware of the professional zeal, creative planning, and forward thinking with which AASL affairs are accomplished.

The re-organization of the State Assembly with three year representation from each state should serve to cement closer working relationships with the states. The preparation of the announced Manual for the State Assembly which would clearly define the purpose, activities and areas of responsibility will further the effectiveness of the State Assembly. Charlotte Coye's newsletter to state presidents and state assembly representatives brings continuity and interpretation of the national program which should result in greater participation on the part of the states in a stronger national organization.

An important forward step at Midwinter was the approval by the Executive Board of the appointment of an *ad hoc* advisory committee to work with the ALA Washington office in the area of school library legislation. This committee with Sara Jones as

chairman and legislative representatives in each state will alert the membership about pending school library legislation. The committee will distribute a fact sheet on school libraries which may be supplemented by one at the local level.

Each member of AASL will assume, we hope, personal responsibility for promoting legislation in the interest of school libraries. Your support may be needed on a general education bill or on a revision of the NDEA law to include school libraries, scholarships and school library materials in additional fields of interest such as English or Social Studies.

One of the most popular publications ever distributed by ALA has been the brochure, "Librarians and Counselors Work Together for an Effective Guidance Program." The booklet was written by Carl McDaniels, Assistant Director for Professional Relations, American Personnel and Guidance Association, and Ethel Leigh Joyner, Librarian, Washington Lee High School, Arlington, Virginia, representing the American Association of School Librarians. It points out that through an exchange of test scores, reading scores, and a knowledge of available materials, counselors and librarians can establish an effective bibliotherapy approach to the students' needs and provide a better guidance program in the school. The booklet is the forerunner of similar material in other teach-

(Continued on Page 29)

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These highly significant development plans for school libraries in Hawaii may stimulate additional mainland activity.

Fiftieth State Implements Standards

by Carolyn Crawford

In October of 1959 the Hawaii School Library Association, then in an organizational stage, the new Director of Library Services in the Department of Public Instruction, and the well-established and active Hawaii Library Association presented tentative plans for a program for a pilot project on Implementation to the AASL Standards Committee. With hopes bolstered by the recent achievement of Hawaiian Statehood, word was eagerly awaited that Hawaii would be one of the states to receive assistance. Librarians could scarcely credit their good fortune when it came and were especially pleased to have Eleanor Ahlers as the main speaker.

Thus began Hawaii's planning for use of the new standards in evaluating and improving school library services. Probably no other state is in a similar situation, so perhaps some background is needed in order to understand how development may take place.

CURRENT SCHOOL LIBRARY STATUS

The public school system is highly centralized with all personnel, ad-

ministrative officers, curriculum planning, business procedures, etc., under one organization, the State, responsible to the Board. In other words, there are no local school "systems", though there is a district office in each of the four counties which handles administrative and curriculum functions for the seven islands. In addition to the strong state public school system, there are an unusually large number of private schools, some of them dating back to the days of the monarchy and the early missionaries.

Libraries in both public and private schools were being developed in the period between World Wars I and II. Those in the public schools included all grade levels in schools of over a certain size. For many years librarians were added to the staff as a school reached an enrollment of 585. There were rather high certification requirements for these positions, although as in other places, positions were sometimes filled by people who did not meet them due to lack of qualified personnel. A program at the local university offers library science courses in the College of Education while over one-fourth of the school librarians have taken professional work in mainland library schools.

Because librarians were responsible for textbooks, as well as other library

Carolyn Crawford is the new Director of Library Services, Department of Public Instruction, with offices in Honolulu, Hawaii.

Kaahumanu Elementary School—Fresh hibiscus in the display have to be changed daily.



materials, a specific per-pupil allotment was made from which all materials were purchased. From about 1930 to 1954 this was secured from a Book Rental Fee charged students. Since then the Legislature has provided the funds. This is the third year in which separate allocations have been made for library books, and audio-visual materials and textbooks. In addition, for the first time, allotments were made to favor the new schools in building up their collections. Thus, some schools only two or three years old have better collections than those established five or six years ago. Since the Legislature controls the purse strings, it serves as a super-imposed "Board" also.

Within recent years building specifications have been developed so that new libraries on any island meet certain minimum requirements; some of them are very functional and attractive. They are being planned now to include storage for audio-visual materials, as well as printed.

It was not until 1959 that a supervisory position was established for libraries within the Department. This

was at the State level in Curriculum, Instruction and Guidance. Much had been done by groups of librarians working on Oahu to develop standardized procedures.

This rather brief, historical summary provides background for the other unique aspects of the present school library situation in Hawaii. The State Constitution allows for only twenty governmental departments. Therefore as reorganization takes place, over 100 separate agencies have to be combined into twenty or less. The Reorganization Act placed public libraries in the Department of Education, which still has to be organized. Because the matter of an elected versus an appointed board has become a political issue, it is uncertain just when this will occur.

LIBRARY SURVEY INITIATED

Knowing that this change was coming, the public libraries (four county systems supported by State funds) requested that a survey be made. Governor Quinn suggested school libraries be included. So it was that, just about the time the tentative plans for an implementation program were made, the new Director began work



*Kaahumanu Elementary
School — Lesson on the
card catalog.*

on the dual-study with Dr. Robert D. Leigh, recently retired as Dean of the Graduate Library School, Columbia University. It was obvious from the beginning that though we did not know what the specific recommendations on the new Standards would be, they would be important in our final report and recommendations.

No other state has had such an opportunity to take a hard look at its libraries and plan for a state-wide system. To have new standards appear simultaneously for the areas of school and young adult work is a real advantage. At the present time, Volume I of the Study, on governmental organization, has been presented to the Governor, legislators, public library boards, school administrators, etc. There is a possibility that reorganization of the Department will take place during the current session of the Legislature, probably setting up a State Libraries System in a broad general way, leaving much implementation to be done administratively. It appears that there will be a closer relationship between school and public libraries than we have had in the past, but the framework is uncertain at this writing. In addition to Dr. Leigh's study there is a manpower survey of all depart-

ments being made and an A-V survey was made this year. The Governor and legislators and the Board of Educators will undoubtedly take their recommendations into consideration also.

PILOT PROJECT IMPLEMENTED

In preparation for all of this governmental change the implementation project was most helpful. On April, 1960, over 300 people participated at the Sheraton Meeting House, Princess Kaiulani Hotel in Honolulu. Attending were:

- 85 librarians, public schools, including 2 from neighbor islands
- 23 librarians, private and parochial schools
- 34 librarians, public libraries, including 6 from neighbor islands
- 11 librarians, special, college, military base libraries
- 103 principals, public schools
- 10 principals, private and parochial schools
- 11 Dept. of Public Instruction, state office personnel
- 14 Dept. of Public Instruction, Oahu district office personnel
- 25 others

Miss Louetta Kuhns, librarian of Lunalilo Elementary School, as HSLA

vice-president, chairman of the HLA Children's Sections, and State Standards Implementation representative, was the general chairman. A committee was made up of representatives from the two librarians' groups and the Dept. of Public Instruction planned for the meeting. Plans were coordinated with those for the regular HLA spring meeting and for a regular Oahu principals' meeting. The new HSLA took the responsibility for the details of the pilot program.

A panel presentation, small group discussion, and a question and answer period made up the morning program. The moderator for the panel was Dr. Deal Crooker, Assistant Superintendent for Curriculum, Instruction and Guidance; and the Assistant District Superintendent, Curriculum, Instruction and Guidance for Oahu District, Dr. Cecil Dotts, was chairman of the question and answer period and summarized the program.

Miss Ahlers' stimulating presentation of the Standards opened the panel. Miss Carolyn Crawford, Director of Library Services, spoke on "Standards and School Libraries in Hawaii," using material collected in the "Governor's Study". Dr. Leigh spoke briefly on "The Use and Abuse of Standards." Ten discussion groups of about thirty people each, representing a cross section of those at the meeting, considered any topic which interested them. Group leaders led lively discussions and found it difficult for the members to select only one question to be answered during the last phase of the program.

More time could well have been given to both the discussion and the question and answer phases of the session. An informal buffet luncheon followed, for which no speaker was scheduled, so that discussion might be continued. An emergency meet-



Jefferson Elementary School — Picture file is used effectively with a good library instruction program.

ing of principals was called for the afternoon and the librarians interested in children's books had a workshop planned. This time could have been spent to advantage in a continuation of the morning meeting. Another real handicap was that due to our problem with surface mail and the tight publishing schedule for the Standards, very few people had had an opportunity to see them nor were they available for general sale at the meeting.

Miss Ahlers also spoke at a special meeting of the HSLA, appeared again as a speaker at the HLA luncheon meeting and had an interview with the Superintendent of Schools. Materials made available to us as a pilot project group were distributed at the meetings. The meeting was written up in some detail for the *HLA Journal* and mailed to all school librarians in the islands, whether they were members or not. The Director met all the school librarians on two islands, including principals on one, and tried

to share with them what happened at the April 1 meeting.

On Oahu two Saturday morning meetings, to which principals had been invited, were planned to further acquaint people with the Standards. Although it is understood that many goals can be reached only through increased financial support, the Program Committee of HSLA felt that all would be interested in thinking of what may be done or is being done in certain areas, regardless of financing. The areas selected were "Reading and Reading Guidance" at the October meeting and "Guidance in Listening and Viewing" for the February meeting. Another objective was to have the group meet in libraries which might be of interest from the standpoint of facilities. The first meeting was held at Punahou School, largest and oldest of the private schools. At each of their three libraries, the hostess librarian told the group about the reading guidance program at that level. Two other librarians from each level, elementary, junior and senior high, then described programs. It was interesting to learn about the variety of activities and it apparently encouraged some people in the audience of about 100 to try new ideas.

The February meeting was held at Farrington High School Library, the most recently constructed and largest (2800) senior high school. Mr. W. H. Durr, who headed the audio-visual program in Virginia and has just come to the State Office to develop a program here related his philosophy to that part of the Standards which deals with A-V and also discussed recommendations of the U. S. Office of Education A-V survey team as they relate to Hawaiian libraries.

OTHER USE OF STANDARDS

The Standards are being used in a variety of other ways. HLA's Legis-

lative Committee recently "boned up" on them before appearing at a hearing of a joint session of Senate and House Education Committee. They were used for comparison with recommendations of the Leigh report at an HLA workshop. They are being used in making long range budget plans at the State and District levels, including a projected centralized processing program. A Library Services Advisory Committee has been approved by the Superintendent's Curriculum Council and the Standards will become its valuable tool.

HSLA is moving ahead with a plan for immediate and future goals. As outlined by Miss Kuhns, Standards Implementation representative, they are:

1. Further the professional improvement of school librarians
 - a. Distribute annotated list(s) of readings about Standards
 - b. Purchase copies of Standards to loan to other librarians and lay people
 - c. Arrange for visiting day(s) for school librarians to visit other libraries and learn from other librarians
 - d. Develop programs on various phases of the Standards
2. Develop an evaluation sheet or checklist to use in evaluating our individual libraries and library programs in terms of the Standards
3. Encourage school librarians, particularly those on neighbor islands, to become members of professional library associations
4. Promote and work for legislation which will implement the Standards and improve library programs in general
5. Form a state committee which will include representatives from various professional and lay

(Continued on Page 40)

Enlarging the Elementary School Library Program in Lexington

A pattern for expansion in Lexington. The third in the series on planning for elementary school library development. Readers are reminded that these articles are plans for particular systems which may serve as suggested ways for implementing other programs. None of them is ideal, but all are indications that progress is being made.

by Ruby Trower

Does one begin with central cataloging? Should one use the money to employ more librarians? Could each librarian serve more than one school? These and other questions were the hard choices the librarians in Lexington had to make when the plan to accelerate the elementary school library program began in 1958. The realization that funds were limited and qualified elementary librarians hard to find added to the dilemma.

The impetus for enlarging the program came in 1957-58 when a committee from Kentucky's State Department of Education and an advisory Citizens Committee were invited to evaluate the schools. Their survey recommended improvement in library services, especially at the elementary level. Following this study, a supervisor of library services was appointed to coordinate and extend the program. Since much of the recent literature on the subject warns that changes in the beginning should be neither too radical nor too numerous, the first year was spent mainly in making an informal survey of the situation, talking with the administration, and planning for improvement.

Ruby Trower is Supervisor of Library Services in the public schools of Lexington, Kentucky.

Situation Prior To New Program, 1958

As in many other school systems, the secondary schools had well-established library service with qualified personnel, but the elementary schools had held to no particular standards. The Lexington survey, therefore, centered mainly on the elementary situation, with special attention to personnel, quarters and equipment, book collections, and program.

All of the twelve elementary schools had centralized libraries, even though most of these were large classrooms which had been adapted for this purpose. Only two had new library rooms with workroom facilities. Furniture and equipment were seldom standard and were quite limited.

The book collections ranged from meager to average, only five schools having a minimum of five books per child and some of these were old and needed to be discarded. Each school was spending about two hundred dollars a year on books, with a few exceptions going somewhat higher.

The libraries were operated in a rather unusual manner. The kindergarten teachers, whose children came only in the morning, served as librarians in the afternoon. Of these twelve teachers, only four had acquired enough library training to be

certified also as librarians; of the remainder, more than half had only three hours or none at all.

Turnovers in the kindergartens were fraught with danger for the continuity of any sort of system in the libraries. As might be expected, the book collections had many errors in classification. Some type of catalog had been made in seven of the schools, while the remaining five only had shelf lists which were seldom accurate or complete.

The service and the program varied from school to school. In most schools, all the upper grades came in at least once a week; in several of the schools, all grades were scheduled. A few schools kept the library open all morning with teachers bringing their groups in and accepting the responsibility for checking out books and giving reading guidance. In many schools the library was closed all morning and open only for afternoon service. Storytelling was generally included, but there was no organized program of teaching library skills. Since kindergarten teachers do not teach reading and had no reason to be familiar with the total curriculum, they were not as knowledgeable of books, particularly for the upper grades, as any other teacher might have been. This was especially true of beginning kindergarten teachers.

In spite of all these negative statements, there was a good deal to build on. The administration was aware of deficiencies and ready to cooperate. Quarters were already provided in every school; there was a tradition of library service. Some of the teachers were good library users, and most of the principals were interested and eager to build up libraries. As might be expected, these interested people were the first to urge that we needed full-time library service and increased book collections.

The Lexington Plan, 1959-60

At the end of the first year of observing and planning, a coincidence gave added impetus to the program. Because of the failure of a bond issue, which forced curtailment in our total services, the kindergartens were dropped. This meant an entirely new arrangement for our elementary libraries. In preparation for this, the supervisor attended a summer workshop on elementary libraries at Rutgers University in 1959 and prepared, as part of her work there, a plan for the Lexington elementary schools made up of immediate and long-range goals.

The new standards had just been written and were discussed at one meeting of the workshop group. Many of the participants, visualizing the limited space and resources back home, realized that all points of the old 1945 standards had not yet been reached. These new proposals seemed to indicate the type of library to be enjoyed in the millennium. However, the fact that some libraries had already attained these goals, encouraged the group to set its sights, not to reach these standards in one flight, but, like rockets in this space age, to take off toward these heights in several gradual stages which might prove likely to succeed.

The first stage of the plan was to re-emphasize that the purpose was to set realistic goals, practical for the local schools, rather than to adopt standards which might result in frustration. In other words, it was decided that the new standards would be the *inspiration*, rather than the *blueprint* for the immediate future.

The workshop plan, with some modifications, was presented to the administration for consideration. There were three main divisions. First, a summary of the current situation was outlined. Then a set of

charts was made showing the deficiencies in quarters, equipment, personnel and book collections. These charts had comparative columns or parallel charts giving approximate time and costs to first bring these items up the 1945 standards.

For instance, one chart showed the proposed budget for 1959-60 increasing the per capita from \$1.25 to \$1.50 and allowing an extra \$200 for all schools with enrollments less than 400, since their smaller allotments made it more difficult for them to build their collections. Another chart showed the number of volumes currently in each school, the number needed, and the approximate cost and time necessary to bring all collections up to minimum standards. A third indicated the actual figures of the space requirements for remodeling or building new libraries; while still another presented a plan for personnel to reach full-time service in about three years. These charts were very effective in displaying a total picture of the needs on all fronts in brief form. The third section of the plan listed the immediate objectives for the following year of 1959-60, and a ten-point program of long-range goals to reach over a period of years.

In putting the new program into operation, the current necessity for economy in the schools made it imperative to choose between many desirable features. It was realized that central cataloging was almost a must, but both the administration and the supervisor strongly felt that as many flesh-and-blood librarians as possible were needed in the schools, even though there might not be complete card catalogs for some time. Therefore, the first step was the employment of six librarians for the twelve schools. One large and one small school were paired in each case, the larger being served three days a week

by the librarian, and the smaller, two. These days were rotated so that the librarian saw every teacher at least every two weeks, some weeks oftener.

Every class was scheduled at least once a week, and schedules were flexible enough so that each day had several open periods when whole classes or small groups could come in for extra time. If these were not used, the librarian spent the time on technical processes. Libraries were kept open all day with pupil assistants from the upper grades checking out and shelving when the librarian could not be present. Libraries could not have operated without pupil helpers, and the training and the sense of responsibility they received were valuable to them. Teachers accompanied their classes to the library at all times, both to assist in reading guidance and for the opportunity to examine the new material and to confer with the librarian.

Other goals reached the second year were:

1. Two libraries were moved to large kindergarten rooms, giving in one case a small workroom converted from a bathroom, and in the other, a work-unit-area built in one corner around a counter and a sink already there. In another library, attractive bulletin boards with storage space behind them were made by covering the top sections of the extremely tall shelves with hinged cork board. Sections for picture books were built in all the schools.

2. The per capita budget was increased from \$1.25 to \$1.50.

3. A program of in-service training was conducted for teachers during a two-day conference just prior to summer session, in faculty meetings and in special curriculum meetings during the year. The general supervisor,

a strong library supporter, was most helpful always in planning these discussions.

4. All book collections were increased. Several schools now averaged seven books per pupil.

5. All schools checked books out down through the third grade; in some schools, this began in first grade.

6. A beginning in the library skills was made in the fifth and sixth grades. The need for librarians to serve two schools still made it difficult to give enough time to this important feature.

7. Picture files were begun or added to in seven schools.

8. Card catalogs were begun in all schools. Wilson cards were ordered for all new books, and, in most schools, for the heavily used categories in the old collections, such as science and social studies.

At the close of the year although not satisfied with the achievement, the librarians were proud of what had been done with limited time and resources.

Current Status, 1960-61

Continuing this program of gradual gains a third library was moved, in the summer of 1961, to larger quarters with new shelving and a work-unit-area built in for the librarian. A handbook of common procedures in ordering, scheduling, cataloging and the like was developed to insure consistency in routines until central processing is initiated. Now there is a planned program for teaching library skills at each grade level. At the end of this school term, work is expected to begin on remodeling a fourth library. The plan to add one new librarian this year (which would have given full-time service to the two

largest schools) had to be deferred because a qualified elementary librarian could not be found at the time. It is hoped that this addition can be made in the fall.

Goals Still To Be Accomplished

- To have a full-time librarian in every school
- To establish a central cataloging office
- To bring all book collections up to standard
- To move all libraries lacking adequate space into larger quarters
- To make a guide for teachers to correlate all library materials with their units
- To extend and improve the program of teaching library skills
- To set up a book-reviewing committee to develop policies of selection
- To add new furniture and equipment
- To organize a small professional collection in each school
- To increase the per capita allotment to meet national standards

Looking at these long-term goals it appears that there is still much to be done in order to achieve really excellent library service. However, measured by the early 1958 beginnings, steady programs is evident, and the enrichment for the children from their contact with fine books cannot be set down on paper.

Outer Space of the Classroom

by Katharine Rogers

The principal of the school has just interviewed Miss Jones, an experienced teacher, for a position in Modern High School. He asks her if she would like to look about the building before she leaves. "May I see the library?" she asks. The principal, a wise and learned man, who has already formed a favorable impression of Miss Jones, places her still higher on his scale. For what English teacher can really achieve success in his classes without that limitless "outer space"—the school library?

All librarians know the answer as do all good English teachers. Many of the latter have at some time in their careers had to struggle along without adequate materials. Their individual ingenuity has caused them to set up classroom reading collections, purchased with their own money or donated by friends and pupils, establish library clubs where pupils shared their favorite books, or borrow book collections from the public library on long-time loans. They

have known from the start that they will not succeed in the broad field which the title, *English*, covers today unless they can reach beyond the covers of one text book within the walls of one room.

In fact the function of the library is pretty well tied up with two important ideas in modern education: the significance of the individual and the extension of learning into life. The fact scarcely needs pointing out that mass education brings to school a cross-section of society which creates demands for material to meet almost unbelievable ranges of ability. If all pupils are to be treated equally, each must find books, films, records to challenge him at his own level. Without the library there could be no wide reading program, a chief means to this end.

Equally significant is the role of the library as a "center of truth". In a society bombarded at every turn by the slogans of politician and advertiser, by the false testimonial of the most complicated card-stacking, one of the necessary goals of the teacher and librarian must be to promote the discovery of facts, the weighing of evidence; they must realize the psychological value of a pupil's being able to find the facts first hand rather than always having to accept them as creations of the writer of a single book. In the library the student should be able to confirm or deny

Mrs. Rogers, formerly supervising teacher and head of the English department in the Campus School, is now an Assistant Professor in the Department of English at Western Michigan University. She is particularly responsible for the course, "Teaching of English," required for state certification of English teachers.

what he reads and hears in a muddled world, find ideas that make him grow, that stretch his imagination and link him with the past and future.

In making the library such a center of truth, the librarian must be a circulating and reasonably aggressive individual. There are many teachers and classrooms, but only one library and librarian. This situation can be greatly to the latter's advantage in making her domain the cross-section of school interests and activities. Her bulletin boards, posters, special displays can reflect the whole school. She may make the principal and faculty conscious of this fact by occasionally inviting them to hold after-school meetings in the library. Many a teacher who has considered his subject as not needing the library may be made tactfully aware of important tools facing him while he sits at such a meeting.

Classroom Cooperation Illustrated

With the English teacher, however, the librarian works most closely: if a desirable *rapproch* exists between the two, unlimited activities may be devised which capitalize on this cooperation. The obvious library lessons become a project of the English class as well as the library.

One school worked out for tenth grade English a plan whereby the librarian came in turn to each and introduced a library tool. Following her explanation each pupil within a specified time spent a study period in the library, examined the tool further on his own, and when he felt competent to use it, reported to the librarian, who kept a file of questions to be answered by each tool. One of these was given to the pupil, who, upon giving the correct answer, was checked off the list supplied by the teacher. This was a large school and the introduction of materials to the

classes was so arranged that different classes began with different tools, and there was no great rush for the encyclopedias, for instance, by all classes at once.

In reading programs much ingenuity may be used between classroom and library. One teacher devised a system for one semester of eleventh grade which involved a sort of "reading by Dewey." The class was divided into five groups and five book days were scheduled. Each time each group read from a different category such as the 500's, 700's, 920's, etc. The teacher designated the categories, but a pupil was free to choose any book from the high school library within the category. On each book day one group reported orally and the others wrote reports outside of class. The schedule was arranged to bring up a different category for the oral reports each time and all pupils were awakened to wider library horizons.

Working with the librarian, the English teacher can also devise efficient reading programs. On those days when classes or groups are permitted to spend an hour in the library, both librarian and teacher should know clearly the objective of that hour's work. Of course it may deliberately be a pleasant free hour of browsing, but often it should be a means of improving reading skills. For example an objective may be learning to find a specific fact in a book which involves use of the index and a special kind of skimming. Or it may be skimming to obtain an overall idea of the content of a book so that after thirty or forty minutes' examination of a book, the pupil can write a ten minute comment on it. Or again it may be an hour spent on a close reading of a few pages to learn facts or to follow a complicated line by reasoning. Whatever it is, librarian as well

as teacher should know in advance, and the books for the lesson should be chosen ahead of time and placed where students can find them — unless, of course, the lesson itself involves book-finding.

Not only in routine class work, however, can the library work with the English teacher, but also in those fringes where the "extra" and daily activities meet. National Book Week annually provides an opportunity where book reviews, skits, and posters, devised in the classroom, can be judged and rewarded by the library. One school initiated what was known as the Senior Literary Tea. Each senior English class chose a capable girl student to review a book at a tea given by the library and English department for senior girls and their mothers. The tea was held in the library. The girls, many of whom would become members of book review groups and clubs, had their first experience in making social use of a skill learned in the English class. The occasion was a good public relations device for both library and school.

There is, of course, no end to the suggestions that may be added to these. Their success depends upon a school climate in which the library has an important place. This demand raises the question as to how it may attain this position. What, in other words, should the teachers be able to expect from the library and what should the library expect from the teachers?

Mutual Expectations

If possible the library should be a pleasant inviting place with bright and varied displays, with comfortable chairs and tables for working, with easily available shelves. The librarian must be able to strike a good balance between severity and easiness. Pupils must neither dread library discipline

nor view the library as a place for wasting time. The welcome mat must always be out — to individuals and to groups coming from the classroom at any time to find the answer to a question at the particular moment when it is pertinent. Lucky is the librarian who has an adjoining small room or two in which such groups may confer in semiprivate, but if she doesn't, perhaps an area can be shelved off for this purpose. Periodicals and new books should be as abundant as finances permit and, in any case, should be displayed to advantage so that pupils have the idea that the library is as up-to-date as they are. Any librarian should have the right to veto a system which makes use of the library as a required study hall. Books and library need the kind of pleasant and luxurious association in a pupil's mind that will carry over into adult life.

Any librarian who is to attain these goals has the right to expect cooperation of a definite sort from the faculty with whom she works. Every teacher who makes use of the library should take the librarian into his planning. He should consult the librarian about material available before sending pupils to find it, giving the librarian advance copies of bibliographies to be used and a time schedule of work to be done, staggering similar work when many classes are involved. Naturally library lessons will be planned together and arrangements made before bringing classes to the library. As the year progresses and the teacher becomes aware of specific reading needs of individual students, either for therapeutic measures or for improvement of skills, she may well inform the librarian of these needs, so that, for example, if seventh grade Bill asks for help in finding a book, she will advise wisely since Bill's teacher has given his name with a

few others as having fifth grade reading ability. The list should also include Joan, who in tenth grade reads on a college level.

Nor should the job "selling" the library be left exclusively to the librarian. The teacher has already presumably introduced her to the class on the occasion of the first library lesson. He should also stress the importance of her domain throughout the year by discussion of good library manners, by frequent reference to library materials, and by an occasional hour devoted to displaying, discussing, and even reading samples of new books. Additional help can be given if the teacher now and then makes a date to meet a student in the library after school to help him find a good book. Whenever possible the "outer space" to the class room must be involved in the day's work.

Lastly the librarian needs the cooperation of the administration. An understanding principal will always include her in general meetings; she must know what school policies are and what events are planned. More and more all teachers will look to her to supplement their work. She must also be assured that the library will never become a dumping place for discipline problems or a waiting room for pupils having no immediate place to go. Her domain is unique and important and should be so respected.

So when Miss Jones asks the principal of Modern High School if she may visit the library, he will know that his applicant for the job of teaching English recognizes the significance of this domain and, therefore, is, in one respect at least, sophisticated in the ways of the wide universe of her subject.

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New AASL Satellite!

"SLDP" Countdown Started

The newly created School Library Development Project is ready to help you in your efforts to improve your school library program. Armed with a \$100,000 grant from Council on Library Resources, Inc., the Project, conducted by the American Association of School Librarians, is waging a vigorous 18-month offensive against obsolete and inadequate library programs, which are a major obstacle to quality education. The over-all objectives are to promote understanding and implementation of the 1960 national standards for school library programs; demonstrate a team approach by librarians, educators, and lay groups in promoting the standards; develop plans and techniques to aid schools in achieving the standards; produce printed and audio-visual materials for use in implementing them; and encourage each state to adopt sound, up-to-date standards for school libraries. It is hoped that, as a net result, by June, 1962, each state will have formulated a long-range plan for implementing the standards.

Project Director Mary Frances Kenyon and Assistant Director Leila Doyle are concentrating on four major endeavors considered vital to achievement of the goal: a leadership conference, allocation of grant funds for individual state projects, consultant help, and preparation of publications and materials.

The first of these, a conference for selected school library representatives from each state, was held in Chicago April 28-30. Its purpose was to develop well-informed leaders in each state who will take the initiative in

planning for school library development and will, in turn, train other leaders. Possibly the representatives who attended from your state have already excited your interest to the point of enthusiasm, particularly if your area has a proposal in works for which it hopes to obtain grant funds. In this second of the Project's four major activities—allocation of grant funds—June 1 is the deadline for specific proposals to be considered by the Project Advisory Board in disbursing amounts from the fund of about \$12,000.

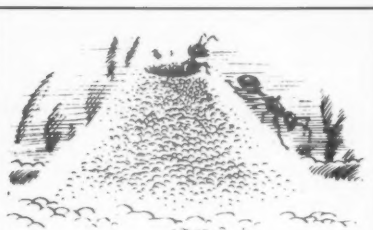
Consultant help, however—the Project's third main effort—is available to all states, not just those with approved grant proposals. The two Project directors will work in close cooperation with the AASL Standards Committee members in helping states develop long-range plans, decide upon and conduct action steps to implement the standards, and secure materials and consultants for programs.

Newsletter Proposed

Key item in the Project's fourth big activity, concerned with publications and other materials, is a newsletter, to appear approximately bimonthly. "SLDP NEWS" will give reports on activities, review some of the individual programs financed by Project grants, and share ideas and techniques which have been used successfully in state and local school systems. Other materials forthcoming will be special articles and bulletins, reprints on school library services and the standards, and a monthly

progress report to the Project's Advisory Board and the AASL Board of Directors. The production of color slides, transparencies, and, possibly, a color filmstrip for use in interpreting good school library programs is being considered.

How does your school system stand to benefit from the Project? Activities sponsored, encouraged, and/or assisted by the Project all foster improvement of individual school libraries through involvement of key educators and citizens' groups, raising state standards for school libraries, consultant help available to all, and publications and materials. Each librarian serves as the primary point of contact with his administrators and his community. Each shares responsibility for working toward the common objective: a long-range plan for every state to implement the new standards.



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School Libraries

AASL Requests Direct Responsibility for Selection and Evaluation of Materials

In the April 1961 *ALA Bulletin*, you will have seen the report of the committee on Organization presented to the ALA Council at Midwinter recommending a reinterpretation of the responsibilities of the various ALA divisions for materials. Since the Management Survey, when the responsibility for materials was assigned to type-of-activity divisions, various ALA divisions have been concerned because they have not had direct responsibility for the evaluation and selection of materials which relate specifically to their fields of interest. AASL, as a type-of-library division, was one of these. The Association has conscientiously operated within the framework of the survey and of Council's interpretation in 1958.

In 1959 the AASL Board of Directors appointed a committee to develop a statement reflecting the division's concern over this problem. This statement presented to the AASL Board for action in Montreal in 1960 was accepted. The Board directed that it be sent to the ALA Executive Board for consideration with the request that it be transmitted to COO upon recommendation by the ALA Executive Board.

COO received this statement, as well as similar ones from other divisions, and forwarded a proposal for a full-scale review to Council for action at Midwinter 1961. It was felt by many that sufficient time had not been given Council members to consider this new proposal and, therefore, action was withheld until the Cleveland meeting in July 1961.

AASL members should be familiar with the statement transmitted by the AASL Board to the ALA Executive Board. Members are urged to read carefully this statement (see below) as well as to re-read the article in the *ALA Bulletin* so that they may be fully informed prior to the Council meeting in Cleveland.

Assignment of Responsibility for Materials

At the present time the American Association of School Librarians, a type-of-library division of the American Library Association, has no direct responsibility for the selection and

evaluation of materials. AASL can only initiate, review, endorse, promote and interpret evaluation and selection projects carried out by type-of-activity divisions. This arrangement came about as a result of the Management Survey of ALA and through ALA Council action in San Francisco in July, 1958.

Although apprehensive about the lack of direct responsibility for the selection and evaluation of materials, AASL accepted Council action and has willingly made every effort to operate within the reorganized structure of ALA during the past two years. However, within this period there have been several instances in which the lack of direct responsibility for the selection and evaluation of materials has inhibited the initiative of the division and has restricted the scope and educational force of a program of activities which AASL considers basic to its own function in the development, improvement and extension of school library services.

AASL, after two years of operation under the plan, finds the present system unworkable. AASL, therefore, feels impelled to request that it be given direct responsibility for the selection and evaluation of those types of materials which relate to school libraries and the school curriculum. Supporting evidence of difficulties encountered is appended. It does not follow that the assignment of responsibility for materials to AASL precludes requests from AASL to type-of-activity divisions for assistance with the selection and evaluation of materials.

Situations in which the lack of direct responsibility for the selection and evaluation of materials has been and continues to be of great concern to AASL are related to the following principles:

1. Conflict with AASL Basic Philosophy

The philosophy behind the newly published *ALA Standards for School Library Programs* is based upon the principle that school librarians, by virtue of the fact that they are trained as teachers as well as librarians and are thoroughly familiar with the school curriculum, are best equipped to select and evaluate materials for use in school libraries. Specific instances in which materials have been involved, but where AASL was not given responsibility for the selection and evaluation of them are: (a) the Stern Family Fund Magazine Project; (b) the Elementary School Traveling Science Library Project sponsored by the American Association for the Advancement of Science; (c) the compilation of NDEA lists for the Council of Chief State School Officers; and (d) the compilation of *Aids in the Selection of Materials for Slow Readers*.

In each instance AASL was not allowed, within its presently assigned field of responsibility, to function freely in an area clearly defined as basic in the new *ALA Standards for School Library Programs*.

2. Difficulty in Working with Outside Organizations

AASL is not free to represent school libraries fully when working with organizations outside ALA. With the continuing membership growth of AASL and its expanding program there are increasing numbers of contacts with outside groups concerned with school libraries. AASL needs the freedom to respond quickly and authoritatively to requests for cooper-

ation and assistance. There have been numerous instances in which such response was virtually impossible, resulting in loss of prestige and good will. When AASL initiates with an outside group a project involving materials, its effectiveness is limited if AASL is unable to carry it through in all aspects to completion. Some programs of activities have been curtailed when AASL has attempted to work with related groups; e.g., (a) The Association for Supervision and Curriculum Development; (b) The AASL-ACRL-DAVI Joint Committee; and (c) The Department of Elementary School Principals of the NEA.

3. Complexity of the Mechanics of Operation

The present situation with regard to responsibility for the selection and evaluation of material is unwieldy and results in an inordinate consumption of time and inefficient utilization of ALA staff and members. Instead of involving only the president, the executive secretary, and one committee of AASL, it has been necessary in some instances to involve in *one project* three presidents, two executive secretaries, a joint committee or two committees from type-of-library and type-of-activity divisions, as well as the president and executive director of ALA.

The problems cited above will continue to occur unless corrected. At this time AASL can foresee two additional areas of concern: (1) NEA affiliation and (2) the increased use of newer media of communication (such as teaching machines and TV) and materials.

AASL has recently been granted departmental status in NEA by the NEA Representative Assembly. Because of this status, it is imperative that AASL have full responsibility for the selection and evaluation of ma-

terials and the interpretation of their use with other NEA departments and with the NEA membership as a whole.

AASL believes it is vital to operate independently within the materials area because of the newer media and materials in schools. The extension of school library service may well be determined by the freedom that AASL has to work with groups and these newer media and materials. Because of the close relationship that AASL has with the utilization of the newer media, it is vital to the development of school library service that AASL be given authority to work in all aspects of materials with those who are conducting research on the teaching and learning processes.

In conclusion, it seems appropriate to say that AASL realizes the serious nature of this request for direct responsibility for the selection and evaluation of materials which relate to school libraries and the school curriculum. After giving earnest and fair trial to the operational pattern set by the ALA reorganization, AASL believes that the request for this responsibility is mandatory for the progress of the Association.

PRESIDENT'S MESSAGE

(Continued from Page 9)

ing fields. Work is progressing on a publication in the science field by the Secondary School Libraries Committee under Margaret Grazier in cooperation with the National Science Teachers Association and another publication is anticipated on cooperation of librarians and English teachers. Just published is the supplement to the Purchase Guide of the Chief State School Officers which Jean Crab-

tree sponsored as Chairman of the Instructional Materials Committee. This committee has also in preparation a revised statement of "Policies and Procedures for the Selection of School Library Materials."

Space does not permit comment on all the fine things that are going forward, but as we look forward to the Cleveland conference, we hope that we may have stirred an interest in your participation in AASL activities and that many of you are planning to attend.

Business, inspirational and informative programs, together with fun and good fellowship at the "Master Mystery Mixer" evening are being planned by the local AASL committee under the chairmanship of Helen Lewis. This will be July and vacation time. AASL membership now numbers 5500. Are you one of the 5500 members or do you belong to the 30,000 potential members? AASL needs your participation.

GROLIER-AMERICANA AWARD

The American Association of School Librarians will award the Grolier-Americana Scholarships for the training of school librarians at the undergraduate level to the Department of Library Science, University of Hawaii, and for the graduate program to the School of Library Service, Western Reserve University. These presentations will be made at the annual ALA meeting in Cleveland.

Students who are interested in applying for these scholarships should apply directly to these schools. The awards of \$1000 each may be distributed according to the wishes of the library schools.

Current Research

STUDY CITED

Bonn, George S. *Training Laymen in the Use of the Library*. (The State of the Library Art, ed. by Ralph R. Shaw, volume 2, part 1.) New Brunswick, N. J., Graduate School of Library Service, Rutgers—the State University, 1960. 114 pp. \$5.00.

Training Laymen in the Use of the Library by George S. Bonn is part 1 of volume 2 of the series of volumes titled "The State of the Library Art," issued by the Graduate School of Library Service, Rutgers—the State University, with financial support from the Council on Library Resources. Studies of such topics as cataloging, classification, subject heading, library buildings, shelving, storage warehouses, micro-forms and devices for using micro-images have already appeared as parts of this series. Volumes promised for publication in the near future deal with such subjects as charging systems, classification, gifts and exchanges, and the uses of notched and punched cards, electronic coding and other methods of information retrieval. "The State of the Library Art" has as its purpose a survey and evaluation of the literature which treats of the particular topic at hand, a summary of the findings and recommendations concerning needed areas of investiga-

tion and research. The series makes a significant contribution to the field of bibliography of librarianship.

As Bonn indicates at the very start of his study, training in the use of the library is a topic which has been of concern for a long time. He cites material on this subject from the days covered by Cannon's *Bibliography of Library Economy* to the present. From the increasing number of citations to be found in the indexes in recent years, according to Bonn, (p. 1) it would seem that even though this problem has been of concern for a long time, interest in it is growing rather than decreasing. At least, those interested in the topic would seem to be increasingly articulate. Furthermore, concern with the topic of training in the use of the library has seemed to focus on certain questions which are asked and to some extent answered in the literature on this subject from the 1920's to the present. At what level should training in the use of the library be given? What should be included in this training? By whom should this training be given? What method of instruction is best? How can the training be evaluated? What do we know about this whole area and what ought we to know? Any one of these questions will produce arguments on both sides, representing opposing points of view, from a group of librarians. All of these questions have been treated, many of them extensively, in the literature of librarianship. Consequently, Bonn has a diffuse and extensive body of literature to synthesize, summarize and evaluate. His references number over four hundred, although not all of these are specific items concerned with this single topic. Nevertheless, this list of references furnishes a comprehensive coverage of the literature on the topic of training in the use of the library.

In his introductory pages Bonn sets forth certain assumptions, not necessarily his, but presumably those upheld by librarians in general and those upon which the whole idea of training in the use of the library is predicated. One assumption would seem to be that "By now the idea is fairly well accepted that instruction in how to use a library, any library, would be a Good Thing." (p. 1) Another assumption is that "training in library use will make any use of a library that much more efficient, effective, rewarding and satisfying." (p. 3) In the course of the study and in the concluding section of summary, notes and queries, the second of these assumptions comes into question.

Training Laymen in the Use of the Library is organized into eight major divisions: (1) training in the schools (general); (2) training in elementary schools; (3) training in high schools; (4) the public library and the schools; (5) training in colleges and universities; (6) instruction in non-academic libraries; (7) tests and testing; (8) summary. Under each of the several sections citations from library literature indicate what has been written about what should be taught about library use and how it should be taught at this particular level or in this particular situation. Bonn's comments here are mostly descriptive and objective, giving the reader the opportunity to compare and evaluate the material described and to formulate his own opinions. The summary section, in a sense, contains a good deal of the real substance of the study, aside from the bibliographic citations, for it is here that Bonn not only summarizes briefly what he has detailed in the preceding sections, but raises some very pertinent questions, takes a hard look at some of the assumptions accepted quite generally, points out the need of investigation or fur-

ther study in certain areas and makes more critical comments on certain of the materials described earlier.

For school librarians the first four sections of the Bonn study plus the sections on tests and testing and the summary will be of the greatest interest. However, because of the nature of the problem under consideration, there is much of value for the school librarian in the sections devoted to training in the use of the library in colleges, universities and non-academic libraries. In this study training in the use of the library at various levels in the schools and in colleges and universities and non-academic libraries receives about equal treatment in terms of length and detail. The section on tests is brief and summarizes what is available for use at different levels to test the training in library use that has been given. Of particular interest, perhaps because of a somewhat unusual slant which it gives to this old question of training in the use of the library, is the inclusion in Bonn's study of citations from foreign literature. To school, college, university or public librarians in this country struggling with the question of what and how to teach library use, it may be some comfort to learn that, as indicated by the literature, librarians in Poland, Australia, the Scandinavian countries, Russia and elsewhere face the same problems.

Mr. Bonn has attempted to present in his study a comprehensive picture of the varied and diffuse literature on a topic of concern to librarians for many years. It would seem that he has succeeded reasonably well in marshalling a great number of widely scattered writings into some semblance of organized, systematic presentation. Here is a comprehensive picture of the literature of the last three or four decades on training in the use of the

library, at various levels, for various groups, by various types of libraries. Through this study this body of literature is brought together in a meaningful fashion. There are some typographical errors which occasionally jar the reader, and the index, which consists mostly of references to proper names of authors, libraries and places, with many of the specific references appearing as subdivisions of the general topic "Library training," may not prove entirely adequate to ready location of individual topics. Even though the reading of this study may leave one with a feeling that librarians are not now much closer to the answers to the questions which have been posed from the beginning in this area of training in the use of the library, nevertheless, the study makes a contribution to the synthesizing and organizing of the literature in this particular area of librarianship and points the way toward future investigation and research on training in library use.

Reviewed by Margaret Kalp, Associate Professor, School of Library Science, University of North Carolina.

COVER PICTURE



Librarian and students explore together the possibilities of reference materials for social studies in Newton D. Baker Junior High School, Cleveland, Ohio.

Harper

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★ THE FORTUNE TELLER

A new volume of verse by the highly praised author of *The Double Root*. "Delightful . . . readable, modest, gifted with a homespun (not cracker barrel) philosophy." — *Virginia Kirkus*. LC 61-8730. \$3.00

HARPER & BROTHERS

Added Entries

Professional Shelf

► Batchelor, Lillian L., ed. *Reading Guidance for the Gifted* (School of Library Science, Immaculate Heart, Los Angeles, 1960). A 145 page report of an institute held in the summer of 1960 concerning the library services to the gifted child. While primary emphasis is on the secondary school library, sections of the report treat work with these students at other levels in the school program as well as in the public library and in the home. A useful source for those librarians involved in programs for this group of students.

► Burkhardt, Alice A. "Music And The School Library", *Clearing House*, March, 1961, pp 432-434. This senior high school librarian describes and theorizes about cooperation between the music teacher and the librarian in expanding the music horizons of secondary-school students.

► Cornish, Evelyn. "So They're Writing Term Papers", *Clearing House*, January, 1961 pp 287-90. A librarian makes suggestions regarding the English teacher's responsibilities in assigning term papers, noting pitfalls for the student who is not properly guided. The librarian should know, for it frequently falls to his lot to give the guidance.

► Fox, Mildred. "Counseling the College-Bound". *NEA Journal*, January, 1961, pp 16-18. An article by the college consultant of Evanston Township (Ill.) High School, stresses

the importance of organized materials such as college catalogs and career materials in the guidance office or the school library, and indicates that funds for purchase of career materials should be a part of the library budget.

► Gaver, Mary V. *Effectiveness of Centralized Library Service in Elementary Schools (Phase I)*. (USOE Contract 489, SAE-8132) Graduate School of Library Service, Rutgers - The State University, 1960. 224 pp. Copies of this report may be borrowed from depository libraries of Documents Expediting Service, Library of Congress, Washington 25, D.C.

► Heavey, Regina. "Teaching the Gifted to Teach Themselves", *English Journal*, January, 1961, pp 39-43. A teacher at Overbrook High School, Philadelphia, describes the laboratory method of teaching writing of the term paper, including the utilization of class time in the library.

► Hook, J. N. "The Principal And The Superior English Student", *Bulletin of the National Association of Secondary-School Principals*, February, 1961. pp 13-19. See Dr. Hook's recommendations regarding materials needed and his quotes from teachers regarding library facilities available and their importance in the English program.

► Leigh, Robert D. *Governor's Study of Public and School Libraries in the State of Hawaii, Volume I: Organization and Government*. This is the first part of a report on Hawaiian library facilities initiated by the Library of Hawaii in its *de facto* capacity as State Library. A large section of Volume I is devoted to school libraries. Aside from the interest this will hold for all school librarians this section of the report could serve as a guide to librarians in other areas concerned with the evaluation of library facilities.

ties and materials. Mrs. Mabel Jackson, Librarian, Library of Hawaii, Honolulu 13, says that copies of this report are available upon request to her.

► Miller, W. C. "The Instructional Materials Center", *Educational Leadership*, March, 1961, pp 364-67. A statement of the role and function of the center, emphasizing its part in the instructional program and the leadership that the materials specialist should provide. Though it is directed to schools at all levels, the pooling of resources and provision of personnel in the elementary school is emphasized.

► *PTA Magazine*, March, 1961. We hope you didn't miss the article on page 19 concerning National Library Week. It's always encouraging when a group such as the PTA supports library activities. It is especially gratifying to find such a good list of practical suggestions for PTA program planners.

► Taylor, Kenneth I. "How To Plan And Equip An Instructional Materials Center", *Nation's Schools*, January, 1961, pp 53-60. The second of two articles about the Instructional Materials Center includes a drawing of this unit in the West Leyden High School, Northlake, Illinois. In question and answer presentation, the author's brief statements contain the essential information about planning and equipping, bearing in mind always that "The quality of service provided to students is always a measure of successful design."

* * *

* *Books for Young Readers Magazine* (18288 Prevost Avenue, Detroit 35) offers a free copy on request to all interested in learning about this new publication which is designed to bring reviews of young people's books to teachers, librarians and parents.

* Brickman, William W. "Books for Educators", Supplement to *School and Society*, December 17, 1960. This inserted listing with critical comments, will be published according to plan in December and June. It will not be limited to books published during the current year. Information given on the list states that additional copies may be ordered at 50¢ from *School and Society*.

* *Catalog and Non-Occupational Safety Material* (National Safety Council, 425 N. Michigan Avenue, Chicago 11). This catalog should be helpful to school librarians particularly as regards the listing of materials for driver education. National Safety Council also provides a library safety reference service which includes the principal magazines and major materials issued by the Council.

* The Children's Book Council (175 Fifth Avenue, New York 10, N. Y.) announces a two page information sheet, "How to Write to Publisher for Promotional Material or Information." Its purpose is to provide guidance for teachers and librarians who make requests to publishers. Not only will its instructions make the job of the publisher easier, but this in turn will expedite replies. Single copies are available for a stamped, self-addressed envelope.

* "Exploring the Dictionary", *NEA Journal*, January, 1961, pp 52-53. An article addressed to the student with a pre-tested exercise in dictionary use. Reprints were offered 35 for \$1.00; no orders less than \$1.00 from NEA (1201 Sixteenth Street, N.W., Washington 6, D. C.)

* Jewett, A. and Mahar, M. H. *Aids For Knowing Books For Children And Youth*, (Resources For Teaching English, Circular No. 450 revised, November, 1960, Office of Education, U. S. Department of Health, Educa-

tion and Welfare, Washington 25, D. C.) A very useful circular which describes briefly some of the reading lists now available to those working in the English curriculum. Current prices are given and addresses of publishers are listed. Annotations will be particularly helpful.

★ Mallinson, G. G. and Buck, J. V. *A Bibliography of Reference Books for Elementary Science, 1960 Edition*. (National Science Teachers Association, 1201 Sixteenth Street, Washington 6, D. C. \$5.00). A bibliography of trade books useful in elementary science. Books in the bibliography are divided into four categories: (a) Kindergarten to Grade 3; (b) Grades 3 through 6; and, (c) Grades 7 and 8. A brief list of references for teachers and a list of publishers is also included. Within each of the categories books are classified as to the area of science to which they are appropriate. In the 1960 edition most books bearing copyright dates prior to 1955 have been eliminated.

★ *Wilson Library Bulletin* (950 University Avenue, New York 52, N. Y.) The Editor announces the availability of reprints of interest to school librarians. The following are available: "Trade Books for Beginning Readers" (Martha Condit), 20¢ each for ten or more and 15¢ each in quantities of 100 or more; "A Recruitment Primer" (Myrl Ricking), order from Library Administration Division at ALA; "The Need to Read" (Francelia Goddard), \$1 for 10 copies, \$2 for 25 copies, \$3 for 50 copies; and "Tell Me Another" (Arline Mosel), \$2.00 for 10 copies, \$4.00 for 25.

Audio-Visually Speaking

• "Audio-Visual Research", *Clearing House*, February, 1961, pp 385-84. The effectiveness of films and other

media in teaching skills, imparting factual information, and changing attitude is important to librarians and teachers. This summary of principles involved is based on recent research and though very brief may be helpful.

• *Announcing School Libraries in Action*, an eighteen minute sound color film produced by the North Carolina Department of Public Instruction in cooperation with the School of Library Science and the Bureau of Audio-Visual Education, University of North Carolina. This film, photographed in North Carolina schools, interprets school library services to pupils and teachers, grades 1-12. Five major areas of the school library program are illustrated: Planning for library use; guiding pupils' reading; teaching library skills; supplying instructional materials; and, guiding reference work. This film should be helpful with groups of librarians, teachers, administrators, library school students and lay groups. Rental prints are available from the Bureau of Audio-Visual Education, University of North Carolina, Chapel Hill, North Carolina. The rental fee is \$4.50. Orders for the purchase of prints of *School Libraries In Action* should be addressed to Miss Cora Paul Bomar, State Supervisor, School Library Services, Department of Public Instruction, Raleigh, North Carolina. The price is \$120.00 per print. Additional information will be supplied on request.

• *The Wind in the Willows* (Pathways of Sound, Inc., 102 Mt. Auburn St., Cambridge 38, Mass. 2 Vols. \$3.00 ea.) Two recordings of chapter from this children's classic. Vol. I contains "The Piper at the Gates of Dawn" and "Dolce Domum" read by Robert Brooks. In Vol. II, Jessica Tandy narrates "The Open Road" and Hume Cronyn reads "Mr. Toad". Records are 12, 33 $\frac{1}{3}$ RPM monaural.

News from the States

ARKANSAS: As a result of standards activities the Elementary Principals Division of the Arkansas Education Association selected the theme "Improving My Elementary School Library" for six regional workshops for elementary principals held early in April of this year. Plans are now under way for an administrators' workshop on the campus of the University of Arkansas in July. One week of the three week workshop will be devoted to the improvement of school libraries.

* * *

INDIANA: As another device for implementation of the standards, Indiana school librarians secured the January, 1961, issue of the *Indiana State Teachers College Journal*. The issue, on school libraries, was edited by Nelle McCalla, Associate Professor of Library Science at ISTC.

* * *

MAINE: Although Maine has no organized school library association, a Round Table Group has been operating in the Portland area for three years. About twenty-five school librarians are included in this group which meets nine times during the school year to exchange news and carry on workshop activities for the members. A similar organization is being considered for Northern Maine. We think both groups of librarians

deserve commendation for this enthusiasm and enterprise which may eventually lead to a state-wide association.

* * *

MINNESOTA: Implementation of the standards in Minnesota moves on apace. Of particular note is the fact that the School Library Committee of the Minneapolis Citizens Committee on Public Education based their recommendations for elementary school libraries on *Standards For School Library Programs*. Also of interest is the fact that school library staffs throughout the state have engaged in group studies and discussion of the standards. In some cases in-service education credit has been granted for these studies.

* * *

NEW JERSEY: Five major activities are reported as an outgrowth of a state-wide workshop on standards to which County representatives were invited in April 1960: Hanover Park High School held an all-day meeting of Morris County superintendents devoted to school libraries; Bergen County Vocational School (see below) was the scene of an all-day meeting which included Board Members and PTA representatives as well as teachers and administrators; Bridgeton High School scheduled a fall workshop for the combined faculties of the junior and secondary high schools on school library problems; Hackettstown High School held an all-day County principals' meeting covering all phases of standards for school libraries; and, at Glassboro State College the New Jersey Secondary Principals' Association met with school librarians as their guests. The Conference included a major presentation by members of the AASL Standards Committee followed by discussion.

Eleanor Trimble reports, "As a direct result of a Workshop in Bergen County which used the *Standards* as keynote and basis for discussion, reports are coming in of increased budgets, additional staff and PTA activity directed towards supporting professional library programs in many schools of the County. Significant is the fact that in most instances the requests are being made by principals and superintendents and specifically for the stated purpose of building their particular school libraries 'towards the A.L.A. Standards'. Having administrators help carry the ball is a big boost to librarian-morale in the County. Corollary to such support is the need for supplying the requests. Two budgeted openings for elementary school librarians (one added since the Workshop) have still not been filled because of the shortage. As a result, a committee of the BCSLA is looking into the possibilities of securing some kind of accredited extension courses to encourage library-minded teachers to equip themselves for this important and rewarding educational job."

Especially interesting is the development of a school library program in Paramus. Mrs. Hilda Schufro writes that since September 1958 this seven-school system has increased its original book budget by more than eight-fold; has approved two new positions for professional librarians, and provided for three full time clerical assistants. A central library office has been established to handle centralized library procedures and processes.

* * *

OREGON: Mrs. Gladys Monger, librarian at Roseburg High School, was presented with an OEA "Award of Appreciation," attesting to the valu-

able service contributed to the advancement of the education profession. Mrs. Monger is a member of the AASL State Assembly Planning Committee. She is also the president of the Library Department of the Oregon Education Association.

* * *

PENNSYLVANIA: Prominently featured in the progress report on the NDEA issued by the Pennsylvania Department of Public Instruction for 1960 is the development of elementary school libraries and the improvement of school library programs. The report states that "At least sixty elementary schools across the State began their first central library." Some \$314,800 was spent for elementary books and "the tangible results . . . are impressive; but the intangible ones . . . could be of far greater significance in the efforts to improve instruction in the Commonwealth".

* * *

RHODE ISLAND: The position of Supervisor of Library Services was recently created by the Department of Education. It is hoped that the new position will be filled shortly.

* * *

CANADA: A workshop on school libraries, sponsored by seven national educational organizations in our neighboring country, requested in June 1959 that the Dominion Bureau of Statistics survey school libraries in Canada. This first limited survey of centralized school libraries serving centers of 10,000 population and over was undertaken in co-operation with provincial Ministers of Education. The information from this survey is available in the recently published *Survey of Libraries, Part II: Academic Libraries* (Ottawa, 75 cents).

Book Reviews

Larrick, Nancy. *A Teacher's Guide to Children's Books*. Charles E. Merrill Books, Inc., 1960. 316p. \$4.95.

In surveying the extensive field of children's literature and relating it to the pattern of modern child development, Nancy Larrick has done a remarkable job of putting the responsibilities of the classroom teacher on a sound working basis. Here is no theoretical discussion of idealistic endeavor, charging the already over-loaded teaching schedule with admonishments that seem beyond the realm of achievement. Instead she dramatizes the role of children's literature and makes it such an integral part of the busy day that teachers will wonder how they have been effective without maximum use of the enriching materials and practices which Miss Larrick so ably discusses. The manner in which she keeps books and reading in focus with the developmental program of education is one of the most significant contributions of this fine book.

The contents are divided into four parts. Part One, "Day in and Day Out from Grade to Grade," is a discussion of the sequential reading interests of children and describes reading material that meets their needs. Part Two, "Bringing Books and Children Together," presents all the opportunities and media through which children meet, experience and learn to love and respect good literature. The title of Part Three, "Taking Stock of Your Reading Program," may be misleading. It presents five goals for every child towards which a teacher may direct her reading program, followed by a description of the processes and people behind our children's books. One chapter suggests ways of evaluating children's books and of using reviewing media to find the right book for the right child, concluding with a brief section on children's book clubs which will serve as a helpful reference aid when parents seek such information. The final part, "Books for Children

and Teachers," contains a 62-page bibliography of favorite books of children, stressing the more modern titles. It is annotated and forms a valuable checklist of books with which any teacher should become acquainted.

Every page is rich in illustrative titles, suggesting interesting ways of using literature with children. Teachers and librarians will derive much help from the section, entitled, "Children's Books and the Content Subjects," as well as from the chapters on reading aloud, poetry, and creative activities. "Children Grow With Books" shows how reading meets children's personal and social needs and presents a fresh and timely evaluation of modern children's books.

The format of the book is as attractive as any title on a current children's book list, complete with a wealth of illustrations borrowed from some of the finest books in children's literature. Even the endpapers contain attractive examples. The print is so large and well-leaded that it invites hours of comfortable exploration of the contents.

Nancy Larrick's own background lends authority to her discussion and enables her to view books from every angle. She has captured the child's own viewpoint but her experience as a classroom teacher, a children's editor, and her extensive research in the field of reading permeate the philosophy of the book.

This book for classroom teachers (which will be equally valuable for librarians) is a companion volume to *A Parent's Guide to Children's Reading*, published in 1958 for the National Book Committee. The "Parent's Guide" has been issued in paperback as well as in the trade edition. The paperback sells for 35 cents and is available to parents in most drug stores. Perhaps this "Teacher's Guide" will also appear in the cheaper edition, but in its present attractive format it is a *must* for the school library. Or, better yet let's place it on the desk of every school teacher!

Reviewed by Alice Brooks McGuire, Librarian, Casis Elementary School, Austin, Texas.

★ ★ ★

Veatch, Jeannette. *Individualizing Your Reading Program: Self Selection in Action*. G. P. Putnam's Sons, 1959. \$4.50.

Teaching the child to read is one of the major responsibilities accepted by the school. As knowledge about learning theory, about child growth and development, about the communication arts, about the methods, procedures and practices of the teaching of

reading are translated into educational practice, new ways of teaching reading are introduced. One of these new ways is individualized reading. Dr. Jeannette Veatch points out in *Individualizing Your Reading Program* that individualizing a reading program means that pupils personally choose the books and materials by which teachers instruct each one in reading. A regular daily period is set aside for reading when the teacher gives continuous instruction as he circulates among the pupils with further guidance given in individual conferences. Group activities are also planned as the teacher senses the need for them.

One requirement for the program is a large number of books, ranging from easy to difficult with many topics, and of different types. At least three titles to a pupil are essential though it is highly desirable to have many more.

The book is divided into two parts. Part I describes, explains and supports an individualized reading program. The assets of an individualized program are: organization on other than general achievement or ability grouping, a personal teaching period for each child, and personal commitment to reading materials which meet the interests and needs of pupils in accordance with underlying motivation. Lack of time and properly trained teachers in the individualized method appear to be major limitations. "How Do We Start" contains many suggestions in planning for a program. It is most regrettable that in the suggestions for "obtaining enough books," Dr. Veatch does not emphasize the importance of a centralized elementary school library to the program. Also it is regrettable that she does not recognize the responsibility of school boards of education to provide instructional resources for the school and that she puts so much emphasis on P.T.A., state and public library and other sources. It is most unfortunate also that she chose such pressure terms as "Refer unreasonable refusals to your local legislative representative." The main point may be to "get plenty of books" but the how is also important!

Part II is a collection of selected articles by many educators with experience in the individualized reading approach. These articles emphasize the concepts of seeking, self-selection and pacing in the teaching of reading and the optimum use of trade or library books in a school setting. Outstanding among these articles for school librarians are: "You Need Good Libraries to

Teach Reading Today," by Nancy Larrick and "Teaching Reading the Individualized Way" by Helen K. Mackintosh and Mary Helen Mahar.

School librarians should be informed of this new library-centered plan for teaching reading; they should also know what individualized reading instruction is and how to assist a teacher in starting a program. This book should be very helpful in supplying this information.

Reviewed by Carolyn I. Whitenack, Associate Professor of Education, Purdue University.

★ ★ ★

Coplan, Kate. *Effective Library Exhibits: How to Prepare and Promote Good Displays*. Oceana, 1958. \$4.50.

Kate Coplan, Chief of Exhibits and Publicity at the Enoch Pratt Free Library, in her work, *Effective Library Exhibits*, helps to fill a void in the backgrounds of many librarians. If, as the author asserts, the purpose of exhibits and publicity is to stimulate interest in books and reading, no library can afford to consider this aspect of its work as unimportant or leave it to the amateur.

Effective Library Exhibits has much to offer the neophyte librarian and even those more experienced who from time to time must worry about displays. Although some of the chapters, such as the ones on "Lighting" and "Basic Silk Screen" are beyond the realm of what the average librarian would undertake, others, such as "Display Ideas and Arrangement," "Preparation and Techniques," and "Promotion Is a Must," would be most helpful in both theoretical and practical aspects of display work. It is unfortunate however, that the majority of displays pictured are not in keeping with the theory presented in the text. Granted that the black and white illustrations in the book probably do not do justice to the exhibits as they were, for the most part they are still cluttered, "noisy," and quite stereotyped. One feels somewhat overwhelmed with too many visual experiences at once. Many, as can be seen from the illustrations, follow Miss Coplan's suggestion of using "materials at hand" or those that can be obtained free from commercial dealers. While this idea is commendable (for budget purposes), one can easily go overboard in using parts of commercial displays for highlighting library materials. In fact, libraries often only duplicate the poor taste in art displayed in so many store windows by using this device.

Effective Library Exhibits, then, is recommended for the ideas on the importance of artistic library exhibits and for the practical suggestions it makes for setting up exhibits. It is not, however, to be used merely as a "copying" device; for samples of artistic design librarians would do better to go to issues of *Graphic* or *Print* or other such magazines of good contemporary design.

Reviewed by Sister M. Lucille, Dean, School of Library Science, Immaculate Heart College, Los Angeles.

FIFTIETH STATE

(Continued from Page 15)

groups in the community to help with the implementation of the Standards

6. Formulate state standards for school libraries in Hawaii
 - a. Utilize as guides ALA's *Standards for School Library Programs* and the recommendations of Dr. Robert Leigh's *Governor's Study of Public and School Libraries in the State of Hawaii*. (Vol. 1, Nov. 1960; Vol. 2, to be published in 1961)
 - b. Obtain the help and suggestions of other community groups through the state committee.
7. Plan programs, possibly yearly, to interpret the Standards to school administrators and personnel, other librarians, and lay groups
8. Form a speakers bureau to make able speakers available to interested community groups

As the end of a year with the new Standards approaches, school librarians in Hawaii feel that they will contribute much to the development of an excellent state-wide school library system. Although the goals will not be reached quickly, at least in the public schools, with a state system, there will eventually be equal oppor-

tunities for all children to enjoy good library services.

NEA Conference

June 25-30, 1961

Atlantic City

AASL as a department of NEA will present a program Monday afternoon, June 26, from 2:00-4:00. President-Elect, Sara Fenwick, will present the speaker Ira Singer, Department of Administration, School of Education, New York University, who will speak on the topic "Images of the Future for Librarians and Media Specialists: Team Teaching and Individualized Instruction." He will be followed by a reaction panel composed of school librarians.

On Wednesday, AASL will sponsor an author luncheon, with Elizabeth Williams, AASL President, presiding. Joseph Krumgold will speak and other authors of books for children will be introduced.

The NEA-ALA Joint Committee will present a program Tuesday afternoon. Mary Gaver will serve as chairman for a discussion on the topic of "Library Assignments: Fruitful or Frustrating?"

SCHOOL LIBRARIES AND

THE P.T.A.

Adopted by the Board of Managers of the National Congress of Parents and Teachers, May, 1958.

The National Congress of Parents and Teachers believes that the total education of every child (from kindergarten through twelfth grade), regardless of age or maturity, should include the experience that can be provided only by an adequate central school library under the guidance of a professionally trained librarian.

The National Congress recognizes that smaller schools may necessarily be limited to classroom collections

and to the services of the teacher-librarian or, in extremely small schools, to classroom collections under the direction of the regular teacher.

The National Congress recognizes that primary responsibility for this service rests with the school board. However, the National Congress suggests that in a school where this vital service cannot possibly be provided, because of inadequate school revenues or an absence of policy, the P.T.A. may help establish a school library as an educational demonstration. The local unit should first secure the approval of the project from the board of education through the superintendent of schools. It should consult with and request counsel from the state school library consultant, the state department of education, the state library agency, or such professional librarians as may be available. Funds may be provided by the P.T.A. for the purchase of books and library supplies. The P.T.A. may also provide volunteer services for the initiation and implementation of such a project. As early as possible the P.T.A. should transfer responsibility for the service to the school board.

Editorial note: The AASL Board of Directors, aware that any elementary school library in order to be effective must be more than a classroom collection, voted in San Francisco, 1958, that the second paragraph of this statement should "be expanded to include a centralized collection for every school; that the term 'small schools' be defined; that the first sentence be made stronger." Although the national PTA Board would not reconsider the statement with these amendments, the President did indicate that AASL members might use the statement with the qualifications made by AASL Board. Since this basic belief as stated by the PTA is pertinent to school library development nationally and since the Standards include basic needs for elementary school libraries, it would appear that the printing of this statement at this time for use by AASL members has definite value.

CITATION PRESENTED ROBERT AMSDEN

The AASL Board of Directors at the Mid-winter conference voted that a citation be presented to Robert Amsden, representative of the National Association of Secondary-School Principals on the Standards Committee, because of the personal interest shown and effort expended to help promote the new school library standards. The presentation was made by the Executive Secretary in Detroit in February at the NASSP annual conference, where she and Mr. Amsden participated in the same program. The citation follows:

CITATION

This Citation is presented by the American Association of School Librarians to:

Robert L. Amsden, Principal, Columbia High School, Maplewood, New Jersey, representative of the National Association of Secondary-School Principals on the Standards Committee of the American Association of School Librarians, in recognition and appreciation:

For his distinguished service. He has provided leadership guided by reality.

For his insight. He has appreciated the importance and significance of the school library's contribution to quality education.

For his outstanding endeavors in interpreting and publicizing STANDARDS FOR SCHOOL LIBRARY PROGRAMS. He has helped countless administrators, teachers, librarians, and lay citizens to realize the importance of good school libraries.

For his contributions to professional journals. His articles have informed, encouraged, and stimulated librarians and administrators. Through his efforts, they have gained a better understanding of each other and of the responsibilities of each group for effective school library service.

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS

PROGRAM HIGHLIGHTS — CLEVELAND CONFERENCE

School librarians of the Greater Cleveland area are looking forward with pleasure to welcoming AASL next July. The shores and breezes of Lake Erie should provide a pleasant setting for meetings and recreation.

BUSINESS—PROGRAM MEETING

The Membership Meeting will be held on Wednesday morning, July 12, at 8:30 o'clock. Following the business session, Alice Brooks McGuire and her husband, Dr. Carson McGuire, will take part in a "duet". Their subject will be "Human Talent and the Librarian". Dr. Carson McGuire is director of the Human Talent Research project at the University of Texas. He and his associates are engaged in a three year study to discover "whether or not educators, teachers, librarians and other school personnel are encouraging the more divergent kinds of thinking necessary for creativity and many kinds of talented behavior". Dr. McGuire will present a description of the project and some of the pertinent results. This report will be followed by a question period in which Alice Brooks McGuire will direct leading questions to him and give opportunity for questions from the floor. She will conclude the "duet" with an interpretation of the library's role in detecting, motivating and enriching human talent. We are indebted to Sara Fenwick for arranging this program which will bring us some of the important findings of a significant and quite monumental study of "Talented Behavior in Junior High Schools".

"AN EVENING OF FUN"

The Gala Event of the Conference for AASL members will be the "MASTER MYSTERY MIXER" which will be held in the Grand Ballroom of the Statler Hilton Hotel on Wednesday evening from 9 to 11 o'clock. Margaret E. Mulac and Marian S. Holmes of Recreation Consultant Service, Inc., in Cleveland, will direct the festivities. Margaret Mulac is well known in and about Cleveland as a Party Planner without a peer, and she is the author of a number of popular books on games and hobbies. Among them are *"Party Fun, for Holidays and Special Occasions"* (1960), *Family Fun and Activities* (1958), *Fun and Games* (1956), *Hobbies; the Creative Use of Leisure* (1959), and *Leisure, Time for Living and Retirement*, her most recent book published this year. Margaret S. Skiff, Co-ordinator of Work with Children, Cuyahoga County Library, is in charge of the arrangements. Join in "An Evening of Fun" and forget all your cares and committee chores!

STATE ASSEMBLY BREAKFAST

The State Assembly Breakfast planned by Mildred L. Krohn, Director of School Libraries in Shaker Heights, will be held in the Grand Ballroom of the Statler Hilton Hotel, on Friday morning at 8 o'clock. Charlotte M. Coye, Chairman of the State Assembly Planning Committee, will preside. The speaker will be Cleveland's own May Hill Arbuthnot, teacher, author, compiler and specialist in children's literature. On Febru-

A display case in the Newton D. Baker Junior High Library, one of the many school libraries in Cleveland, host city for the ALA Convention.



ary 27, 1959, the Women's National Book Association presented the Constance Lindsay Skinner Award for 1959 to May Hill Arbuthnot and Marchette Chute. The following quotation taken from the citation presented to Mrs. Arbuthnot by the WNBA is a most fitting description of — and tribute to — our distinguished speaker.

"Beloved teacher for many years at Western Reserve University, an educator who pioneered to stress the importance of the use of children's books in the elementary grades and widen the knowledge of these books; storyteller of renown.

"A dean of American critics of literature for children, and author of a baker's dozen anthologies and textbooks in her field, outstanding among them *Children and Books* and *Time For Poetry*.

"Her influence has been widespread in keeping high the criteria of reading for children and in making these standards known to parents, librarians, teachers and booksellers throughout the country".

Mrs. Arbuthnot's subject at the State Assembly Breakfast will be "Heart of Heroes".

TICKETS

Tickets for the "Evening of Fun" (\$2.00 each) and the State Assembly Breakfast (\$3.25 each) should be ordered by June 30 from Mrs. Elnora M. Portteus, Department of Library Science, Kent State University, Kent, Ohio. Make out checks or money orders to the American Library Association and send in with your reservations.

AASL HOSPITALITY CENTER

Miss Norma M. Dolezal, Assistant Supervisor in the School Department of the Cleveland Public Library, will be in charge of the AASL Hospitality Booth. Miss Dolezal, and a committee of school librarians of Greater Cleveland, will be ready to welcome and serve you in every way possible. The tickets you have reserved for the "Evening of Fun" and the State Assembly Breakfast may be picked up at the AASL Hospitality Center. Be sure to come here for information and to examine the professional exhibits. Miss Marcella M. Matejka, librarian at South High School in Cleveland, will be in charge of the displays.

**TOURS —
THURSDAY AFTERNOON**

School Library Tours will be arranged by Margaret S. Skiff. Tickets may be purchased at the ALA Tour Booth. Reservations will not be taken ahead of time.

**FILM SHOWING —
THURSDAY EVENING**

Plans are being made for the showing of one or more school library films on Thursday evening at 8:30 o'clock.

**CLEVELAND CONFERENCE
PROGRAM FOR AASL**

President, Elizabeth O. Williams,
Head Supervisor, Library Section,
Los Angeles City Schools.

Wednesday, July 12, 8:30 a.m.

**Place: Public Auditorium,
Little Theatre**

Presiding, Elizabeth O. Williams,
Membership meeting
"Human Talent and the Librarian"
— Dr. Carson McGuire, director,
Human Talent Research, University
of Texas, Austin, Texas
Interrogation period and summary
— Mrs. Alice Brooks McGuire, li-
brarian, Casis Elementary School,
Austin, Texas

Wednesday, July 12, 9:00 p.m.

**Place: Grand Ballroom,
Statler Hilton Hotel**

Evening of Fun

Tickets, \$2.00. Reservations with
check or money order by June 30 to
Mrs. Elnora Portteus, Department
of Library Science, Kent State Uni-
versity, Kent, Ohio

Thursday, July 13, 2:00 p.m.

Tour of school libraries

Thursday, July 13, 8:30 p.m.

**Place: Cleveland Public Library,
Auditorium**

School library film showing

Friday, July 14, 8:00 a.m.

**Place: Grand Ballroom,
Statler Hilton Hotel**

State Assembly Breakfast

Tickets, \$3.25. Reservations with
check or money order by June 30
to Mrs. Elnora Portteus, Depart-
ment of Library Science, Kent State
University, Kent, Ohio

Presiding, Charlotte M. Coye, chair-
man, State Assembly Planning
Committee

Introductions

Roll call by states

"Heart of Heroes" — Mrs. May Hill
Arbuthnot

AASL Committee Chairmen

Co-chairmen: Sara Fenwick, Graduate
Library School, University of Chi-
cago; Helen Lewis, Supervisor,
School Department, Cleveland Pub-
lic Library.

Tickets: Mrs. Elnora Portteus and
Geneva Travis

State Assembly Breakfast: Mildred
Krohn

Social Evening: Margaret Skiff

Publicity: Mary Elizabeth Mautz

Hospitality: Norma Dolezal

Exhibits: Marcella Matejka

Business Meeting: Nancy Jones

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PROPOSED CHANGES IN BY-LAWS

The AASL Board of Directors recommends that the following changes in the AASL Bylaws be adopted at the membership meeting during the ALA Cleveland Conference in July.

Article I. NAME

The name of this organization shall be the American Association of School Librarians, a division of the American Library Association and a department of the National Education Association.*

Article II. PURPOSE

5. Stimulation of professional growth, improvement of the status of school librarians, and encouragement of participation by members in appropriate type-

of-activity divisions; *encouragement of membership in the National Education Association.*

Article V. OFFICERS

Sec. 5. The vice-president shall be president-elect and shall perform the duties of the president in the absence or incapacity of the president. He is in charge of the program meetings of the Association. *He shall serve as a member of the Association's Program Evaluation and Budget Committee.*

The complete text of the AASL Bylaws is printed in the May 1960 issue of *School Libraries* on pages 55 to 58.

*Additions are italicized.

Rheta A. Clark, *Chairman*
Anna Clark Kennedy
Mrs. Miriam Snow Mathes
Ellinor Preston
Helen Stub

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS RESERVATION BLANK

Make checks payable to AMERICAN LIBRARY ASSOCIATION and mail by June 30 to Mrs. Elnora Portteus, Department of Library Science, Kent State University, Kent, Ohio.

() Evening of Fun, Wednesday, July 12, 9:00 p.m. \$2.00

() State Assembly Breakfast, Friday, July 14, 8:00 a.m. \$3.25

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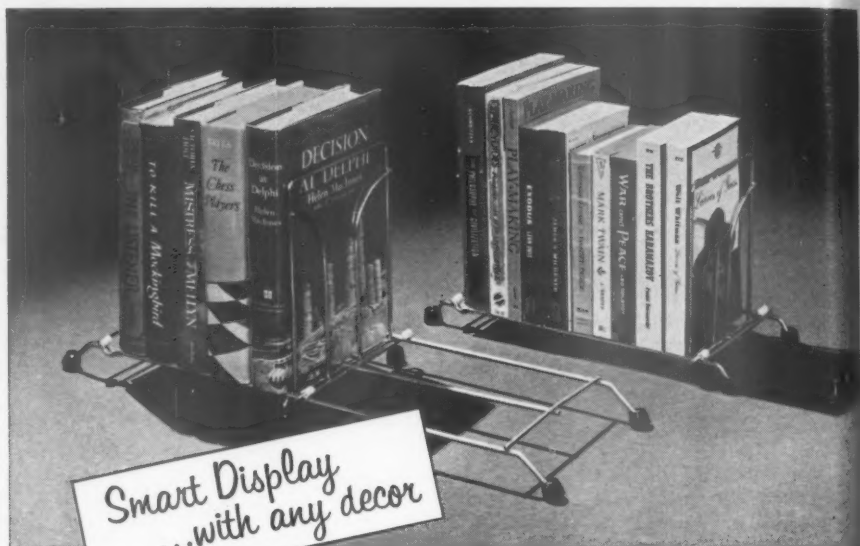
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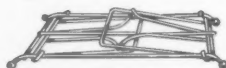
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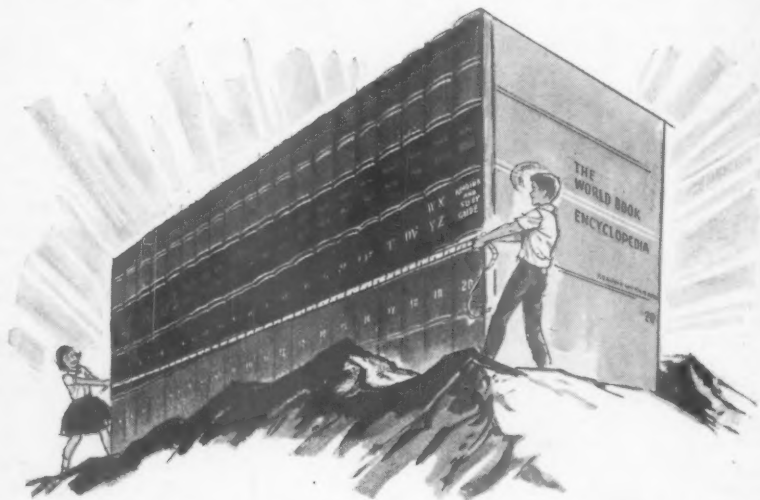
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